



## 2017 Transportation Logistics

Program CIP: 52.0203 – Transportation Logistics, Materials, and Supply Chain Management

Direct inquiries to

Instructional Design Specialist  
Research and Curriculum Unit  
P.O. Drawer DX  
Mississippi State, MS 39762  
662.325.2510  
601.359.3461

Program Coordinator  
Office of Career and Technical Education  
Mississippi Department of Education  
P.O. Box 771  
Jackson, MS 39205

Published by

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Research and Curriculum Unit  
Mississippi State University  
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The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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[Lemond.Irvin@rcu.msstate.edu](mailto:Lemond.Irvin@rcu.msstate.edu)

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Tulio Sulbaran, Ph.D. Director - Center for Logistics, Trade and Transportation (CLTT)  
The University of Southern Mississippi  
118 College Drive #5138  
601.266.6419  
E-mail: [Tulio.Sulbaran@usm.edu](mailto:Tulio.Sulbaran@usm.edu)

The Center for Logistics, Trade, and Transportation (CLTT), located in Hattiesburg and Gulfport MS, as part of the University of Southern Mississippi, is the result of an integrated effort of industry, government, and The University of Southern Mississippi. The CLTT provides a competitive advantage to industry and government agencies through its multidisciplinary activities in Logistics, Trade, and Transportation. Logistics, Trade, and Transportation encompass the movement of goods and people (logistics) through the most efficient means (intermodal transportation) to achieve economic development (trade).

<https://www.usm.edu/logistics-trade-transportation/index>

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# Standards

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Standards are superscripted in each unit and are referenced in the appendices. Standards in the Transportation Logistics Curriculum Framework and Supporting Materials are based on the following:

## **American Society of Transportation and Logistics Standards**

The Transportation Logistics Career Cluster Content Standards were developed by the American Production and Inventory Control Society (APICS) to serve as a guide for what students should know or be able to do through a study of logistics in grades 11–12 and 2-year postsecondary programs. The standards were extensively researched and reviewed by leaders in the logistics industry, secondary and postsecondary instructors, and university specialists. The standards can be accessed at <http://www.astl.org>.

## **College and Career-Ready Standards**

The College and Career-Ready Standards emphasize critical thinking, teamwork and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Ready Standards (MCCRS) because they provide a consistent, clear understanding of what students are expected to learn so that teachers and parents know what they need to do to help them. Reprinted from <http://www.mde.k12.ms.us/MCCRS>

## **International Society for Technology in Education Standards (ISTE)**

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## **21st Century Skills and Information and Communication Technologies Literacy Standards**

In defining 21<sup>st</sup>-century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical-thinking, and self-directional skills; and information and communication technology (ICT) literacy.

## Preface

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Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and Every Student Succeeds Act, 2015.).

# Mississippi Teacher Professional Resources

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The following are resources for Mississippi teachers.

Curriculum, Assessment, Professional Learning, and other program resources can be found at The Research and Curriculum Unit's website: <http://www.rcu.msstate.edu>

Should you need additional instructions, please call 662.325.2510.

# Executive Summary

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## Pathway Description

Transportation Logistics is a pathway designed to introduce students to the broad field of supply-chain management. The program includes instruction in the applied processes related to transportation logistics and introduces students to transportation practices and maintenance of facilities and equipment. Students in this pathway will participate in active-learning exercises, including integral activities and supervised experiences that highlight key logistics concepts. Students who successfully complete the competencies in this pathway will possess fundamental knowledge and skills that can be used to secure entry-level employment or as a foundation for continuing their education. Industry standards are adapted from the Career Cluster Resources for Transportation Logistics, developed by the National Association of State Directors of Career and Technical Education.

## Industry Certification

The industry endorsement for this pathway is from the American Production and Inventory Control Society (APICS). APICS is a national, industry-recognized certification for entry-level, high school graduates. All competencies and suggested performance indicators in the Transportation Logistics course are driven by the APICS content standards. The standards can be found at <http://www.apics.org/>.

## Assessment

The latest assessment blueprint for the curriculum can be found at <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>.

## Student Prerequisites

In order for students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in math (last course taken, or the instructor can specify the math)
3. Instructor approval and TABE reading score (eighth grade or higher)

**or**

1. TABE reading score (eighth grade or higher)
2. Instructor approval

**or**

1. Instructor approval

## Applied Academic Credit

The latest academic credit information can be found at <http://www.mde.k12.ms.us/ACCRED/AAS>

Once there, click the “Click the Mississippi Public School Accountability Standards year” Tab.



Review the Appendices for graduation options and superscript information regarding specific programs receiving academic credit.

Check this site often as it is updated frequently.

**Teacher Licensure**

The latest teacher licensure information can be found at  
<http://www.mde.k12.ms.us/educator-licensure>.

**Professional Learning**

If you have specific questions about the content of any of training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510.

# Course Outlines

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## **Option 1—Four One-Carnegie-Unit Courses**

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

- 1. Fundamentals of Transportation Logistics—Course Code: 997302**
- 2. Receiving and Stocking—Course Code: 997303**
- 3. Material Handling—Course Code: 997304**
- 4. Supply-Chain Management—Course Code: 997305**

### **Course Description: Fundamentals of Transportation Logistics**

This course provides a broad understanding of the Fundamentals of Transportation Logistics. The course includes an overview of the industry as well as an introduction to the transportation logistics profession.

### **Course Description: Receiving and Stocking**

This course covers the taking in and storage of materials found in any transportation logistics facility. Safety and other broad concepts are continued in this course.

### **Course Description: Material Handling**

This course covers the handling of materials found in most Transportation Logistics facilities. New concepts of intermodal transportation as well as physical and technical requirements are introduced with multiple activities to integrate technology and higher order thinking skills into the workplace.

### **Course Description: Supply-Chain Management**

This course integrates most transportation logistics concepts into what the industry is all about. The technology, the impact, and all the principles of receiving, storing, tracking, managing, and shipping goods are used to satisfy this course.

**Course Name: Fundamentals of Transportation Logistics—Course Code: 997302**

Unit	Unit Name	Hours
1	Orientation, Leadership, and Employability Skills	10
2	Workplace and Operational Safety	15
3	Overview of Supply-Chain Management, Transportation, and Distribution	15
4	Basic Material-Handling Equipment and Technology	35
5	Procurement, Inventory Management, and Storage Systems	30
Total		105

**Course Name: Receiving and Stocking—Course Code: 997303**

Unit	Unit Name	Hours
6	Receiving, Stocking, and Put-Away Procedures	45
7	Pick, Pack, and Ship Operations	50
Total		95

**Course Name: Material Handling—Course Code: 997304**

Unit	Unit Name	Hours
8	Employability, Safety, and Logistics Review	35
9	Advanced Material-Handling and Storage Equipment and Warehouse	35
10	Managing Distribution Center and Warehouse Facilities	35
Total		105

**Course Name: Supply-Chain Management—Course Code: 997305**

Unit	Unit Name	Hours
11	Advanced Logistics, Supply-Chain Management, and Intermodal	70
12	Environmental Safety, Sustainability, and Health	25
Total		95

## Option 2—Two Two-Carnegie-Unit Courses

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

1. **Transportation Logistics I—Course Code: 997300**
2. **Transportation Logistics II—Course Code: 997301**

### Course Description: Transportation Logistics I

This course provides a broad understanding of the Transportation Logistics. The course includes an overview of the industry as well as an introduction to the Transportation Logistics profession. This course also covers the taking in and storage of materials found in any Transportation Logistics facility. Safety and other broad concepts are continued in this course.

### Course Description: Transportation Logistics II

This course covers the handling of materials found in most Transportation Logistics facilities. New concepts of intermodal transportation as well as physical and technical requirements are introduced with multiple activities to integrate technology and higher-order thinking skills into the workplace. This course also integrates most Transportation Logistics concepts into what the industry is all about. The technology, the impact, and all the principles of receiving, storing, tracking, managing, and shipping goods are all used to satisfy this course.

### Course Name: Transportation Logistics I—Course Code: 997300

Unit	Unit Name	Hours
1	Orientation, Leadership, and Employability Skills	10
2	Workplace and Operational Safety	15
3	Overview of Supply-Chain Management, Transportation, and Distribution	15
4	Basic Material-Handling Equipment and Technology	35
5	Procurement, Inventory Management, and Storage Systems	30
6	Receiving, Stocking, and Put-Away Procedures	45
7	Pick, Pack, and Ship Operations	50
Total		200

### Course Name: Transportation Logistics II—Course Code: 997301

Unit	Unit Name	Hours
8	Employability, Safety, and Logistics Review	35
9	Advanced Material-Handling and Storage Equipment and Warehouse	35
10	Managing Distribution Center and Warehouse Facilities	35
11	Advanced Logistics, Supply-Chain Management, and Intermodal	70
12	Environmental Safety, Sustainability, and Health	25
Total		200

# Research Synopsis

## Introduction

The Transportation Logistics Cluster covers the broad field of occupations related to the transportation of goods and services. Projections for the year 2020 indicate that occupations within this area will be in high demand and well-paying. In fact, jobs within the Transportation Logistics Cluster are expected to increase 11% in the Mississippi region and 10% nationally, which is above average growth in comparison to other jobs in the United States (EMSI, 2011). Some occupations in Transportation Logistics require a bachelor's degree, and job prospects will be best for those with job experience and four-year degrees.

## Needs of the Future Workforce

Data for this synopsis were compiled from employment projections prepared by the Mississippi Department of Employment Security and the U.S. Department of Labor.

Description	2011 Jobs	2020 Jobs	Change	% Change	2011 Average Earnings	2011 Establishments
Regional Total	52,770	58,396	5,626	11%	\$44,937	2,490
National Total	5,750,903	6,321,177	570,274	10%	\$51,894	234,250

Source: EMSI Complete Employment - 2011.4

Employment (with industry job data BLS/EMSI table)

Occupational title	Employment, 2010	Projected employment, 2020	Change 2010–2020		Mean annual wage (in dollars)
			Number	Percent	
Transportation and Material-Moving Occupations	85,290	90,200	4,910	5.8	\$30,820
First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	1,390	1,610	220	15.8	\$45,950
First-Line Supervisors of Transportation and Material-Moving	2,180	2,320	140	6.4	\$49,410

Machine					
Vehicle Operators	770	800	30	3.9	\$69,680
Transportation, Storage, and Distribution Managers	60	70	10	16.7	\$42,790

Perkins IV Requirements Transportation Logistics curriculum meets Perkins IV requirements for high-skill, high-wage, and/or high-demand occupations by introducing students to and preparing them for supply-chain occupations. It also offers students a program of study, including secondary, postsecondary, and Institutions of Higher Learning (IHL) courses, that will prepare them for occupations in these fields. Additionally, the Transportation Logistics curriculum is integrated with academic College and Career Ready Standards. Lastly, this curriculum focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

### **Curriculum Content**

#### *Summary of Standards*

The standards to be included in the Transportation Logistics curriculum are the American Society for Transportation and Logistics, College and Career Ready Standards, 21st Century Skills, and the National Educational Technology Standards (NETS) for Students. Mastery of these standards will result in highly skilled, well-rounded students who are prepared to enter a postsecondary academic or career and technical program of study. They will also be prepared to compete academically at a national level, as the College and Career Ready Standards are designed to prepare students for success in community colleges, IHLs, and the workforce.

### **Academic Infusion**

The Transportation Logistics curriculum is aligned with the College and Career Ready Standards. The curriculum provides multiple opportunities to enhance and reinforce these academic skills. Since students will be required to communicate effectively in the classroom as well as in the workforce, there are several writing-focused activities included throughout the curriculum. Students will also learn to perform calculations and use strategic and critical-thinking skills to solve real-world problems.

**Transition to Postsecondary Education** The latest articulation information for Secondary to Postsecondary can be found at the Mississippi Community College Board (MCCB) website <http://www.mccb.edu/>

## **Best Practices**

### *Experiential Learning*

Experiential learning is an important aspect of the Transportation Logistics program. Projects are recommended in a variety of situations to reinforce and complement classroom theory and content. The experiential-learning project may be an entrepreneurship, placement, research/experimentation, and/or exploratory investigation.

### *Innovative Instructional Technologies*

Recognizing that today's students are digital learners, the classroom should be equipped with tools that will teach them in the way they need to learn. The Transportation Logistics teacher's goal should be to include teaching strategies that incorporate current technology. It is suggested that each classroom house a set of desktop computers for students and one laptop for the teacher. To make use of the latest online communication tools such as wikis, blogs, and podcasts, the classroom teacher is encouraged to use a learning management system, such as the Transportation Logistics Teacher Blackboard Content Management System, which introduces students to education in an online environment and places the responsibility of learning on the student.

### *Differentiated Instruction*

Students learn in a variety of ways. Some are visual learners, needing only to read information and study it to succeed. Others are auditory learners, thriving best when information is read aloud to them. Still others are tactile learners, needing to participate actively in their learning experiences. Add the student's background, emotional health, and circumstances, and a very unique learner emerges. To accommodate this, the Transportation Logistics curriculum is written to include several instructional methods by using the Understanding by Design (UbD) approach. This method of instructional design leads students to a deeper understanding of course material and provides multiple opportunities for students to succeed in different ways. Many activities are graded by rubrics that allow students to choose the type of product they will produce. By providing various teaching and assessment strategies, students with various learning styles can succeed.

### *Career and Technical Education Student Organizations*

Teachers should investigate opportunities to sponsor a student organization. There are several available in Mississippi that will foster the types of learning expected from the Transportation Logistics curriculum. SkillsUSA is the student organization for Transportation Logistics, and it provides students with growth opportunities and competitive events. It also opens the doors to the world of transportation logistics and scholarship opportunities.

### *Cooperative Learning*

Cooperative learning can help students understand topics when independent learning cannot. Therefore, several opportunities for group work are incorporated into the Transportation Logistics curriculum. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The Transportation Logistics curriculum provides opportunities for students to work together and help one another to complete complex tasks.

## **Conclusion**

The Transportation Logistics curriculum is one of Mississippi's most comprehensive. Students that complete the requirements will be well-equipped for a variety of endeavors. Instructors are urged to encourage Transportation Logistics students to pursue further educational opportunities at community colleges and universities in Mississippi.



# Professional Organizations

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American Society of Transportation and Logistics (APICS) [www.astl.org](http://www.astl.org)

APICS American Production and Inventory Control Society [www.apics.org](http://www.apics.org)

Council of Supply Chain Management Professionals (CSCMP) [www.cscmp.org](http://www.cscmp.org)

Manufacturing Skill Standards Council [www.msscusa.org](http://www.msscusa.org)

Delta Nu Alpha [www.deltanualpha.org](http://www.deltanualpha.org)

International Warehouse Logistics Association (IWLA) [www.iwla.com](http://www.iwla.com)

Material Handling Industry of America [www.mhia.org/](http://www.mhia.org/)

Mississippi ACTE [www.mississippiacte.com/](http://www.mississippiacte.com/)

National Academy Foundation

Safety Council & Coaching Systems [www.osha.gov](http://www.osha.gov)

Supply Chain Council (SCC) [www.supply-chain.org](http://www.supply-chain.org)

The International Society of Logistics (SOLE) [www.sole.org](http://www.sole.org)

# Using This Document

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## **Suggested Time on Task**

This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75–80% of the time in the course.

## **Competencies and Suggested Objectives**

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

## **Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students**

This section identifies related academic topics as required in the Subject Area Testing Program (SATP) in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are also identified.

## **References**

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

# Unit 1: Orientation, Leadership, and Employability Skills

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<b>Competencies and Suggested Objectives</b>	
1. Review local program and career and technical center policies and procedures. <sup>DOK 1, WE</sup>	
a. Describe local program and career and technical center policies and procedures, including dress code, attendance, academic requirements, discipline, and transportation regulations.	
b. Describe local school rules found in the student handbook.	
c. Describe laboratory and facilities associated with the program.	
2. Describe employment opportunities and responsibilities. <sup>DOK 1, WE, CS</sup>	
a. Describe employment opportunities, including potential earnings, employee benefits, job availability, places of employment, working conditions, and educational requirements.	
b. Describe basic employee responsibilities.	
3. Explore leadership skills and personal development opportunities provided by student organizations, including SkillsUSA. <sup>DOK 1, WE, CS</sup>	
a. Demonstrate effective team building and leadership skills.	
b. Practice appropriate workplace ethics.	
c. Participate in team-building activities.	
d. Discuss the attributes of effective leadership.	
e. Define common terms associated with soft skills or employability skills.	
4. Demonstrate the ability to follow verbal and written instructions and communicate effectively in on-the-job situations. <sup>DOK 1, WE, CS</sup>	
a. Describe different types of communication methods.	
b. Demonstrate the ability to follow basic sets of instructions.	
5. Utilize basic word processing skills to demonstrate resume and cover letter development. <sup>DOK 2, WE, CS</sup>	
a. Explain the differences between functional, chronological, and combination resumes.	
b. Develop a professional cover letter.	
c. Develop a functional resume.	
6. Demonstrate proper interviewing techniques. <sup>DOK 2, WE</sup>	
a. Identify types of interviews.	
b. Participate in a panel interview.	
7. Demonstrate basic and intermediate math skills. <sup>DOK 2, WE</sup>	
a. Demonstrate counting and simple math skills without the use of a calculator.	
b. Utilize a calculator to determine the solutions to intermediate math problems.	

## Unit 2: Workplace and Operational Safety

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Competencies and Suggested Objectives
<ol style="list-style-type: none"><li>1. Identify and describe the basics of safety in a distribution facility. <small>DOK1, WE, SA</small><ol style="list-style-type: none"><li>a. Identify and discuss common causes of accidents and injuries in a distribution facility.</li><li>b. Identify, define, and incorporate safety and ergonomics into all activities.</li><li>c. Identify and demonstrate the proper use of personal protective equipment (PPE).</li><li>d. Identify and demonstrate proper lifting techniques.</li><li>e. Identify types and understand appropriate uses of fire extinguishers.</li><li>f. Identify safety symbols and explain how to effectively handle associated hazardous materials.</li><li>g. Define the role of OSHA in the workplace.</li><li>h. Explain right-to-know laws.</li><li>i. Explain the importance of Material Safety Data Sheets (MSDS) and interpret meaning.</li><li>j. Explain the need for a mandatory safety training program.</li><li>k. Demonstrate safe usage of basic hand tools in a distribution center.</li><li>l. Identify, assess, and correct the most common safety risks including slips, trips, and falls.</li><li>m. Define common terms associated with safety in the workplace.</li><li>n. Discuss and demonstrate “lockout/tagout” procedures.</li></ol></li></ol>

## Unit 3: Overview of Supply-Chain Management, Transportation, and Distribution

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<b>Competencies and Suggested Objectives</b>	
1. Define supply-chain management and identify the basic supply-chain components as identified by APICS. <small>DOK 2, SC, TM, WM, CS</small>	<ul style="list-style-type: none"> <li>a. Create a typical product flow chart from raw material supplier through consumer- and explain the role of the supply chain in each step.</li> <li>b. Explain the theory of supply and demand and how it affects a supply chain.</li> <li>c. Explain strategic, tactical, and operational processes within an organization's use of a supply chain.</li> <li>d. Identify the consequences of a broken supply chain.</li> <li>e. Define common terms associated with supply-chain management.</li> </ul>
2. Define the basic concept of transportation. <small>DOK2, SC, WM, CS, SA</small>	<ul style="list-style-type: none"> <li>a. Identify the basic modes of transportation.</li> <li>b. Identify and explain selection factors and criteria used in choosing a transport mode.</li> <li>c. Examine the history of transportation and explain the similarities and differences in past and present modes.</li> <li>d. Expand the basic modes of transportation through detailed examples of each.</li> <li>e. Discuss domestic and international transportation modes.</li> <li>f. Define common terms associated with transportation.</li> </ul>
3. Define the basic concept of distribution. <small>DOK2, SC, TM, WM, CS, SA</small>	<ul style="list-style-type: none"> <li>a. Define distribution and explain how it fits in a supply chain.</li> <li>b. Describe the importance of distribution as a component in the marketing mix (i.e., product, price, promotion, and placement).</li> <li>c. Explain how channels are used in a distribution system.</li> <li>d. Name the types of distribution and provide examples of each: intensive, selective, and exclusive.</li> <li>e. Discuss the role of a distribution center.</li> <li>f. Define the various layouts of a distribution center.</li> <li>g. Identify the functions of a distribution center.</li> <li>h. Discuss the differences in warehousing and distribution.</li> <li>i. Define common terms associated with distribution.</li> </ul>
4. Understand the relationship between supply and demand, transportation, and distribution. <small>DOK2, SC, TM, WM, CS, SA</small>	<ul style="list-style-type: none"> <li>a. Identify how logistics and transportation fit within a supply chain.</li> <li>b. Define the concept of KanBan.</li> <li>c. Define the concept of JIT (Just in Time).</li> <li>d. Define the concepts and appropriate uses of FIFO, LIFO, and FILO</li> <li>e. Define the overall role of a distribution center as it relates to the supply chain.</li> </ul>

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| <p>5. Demonstrate knowledge of the continental US. <sup>DOK 1, CS</sup></p> <ul style="list-style-type: none"><li>a. Utilize maps to locate states, cities, and regions.</li><li>b. Demonstrate ability to identify states through postal abbreviations.</li></ul> |
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## Unit 4: Basic Material-Handling Equipment and Technology

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### Competencies and Suggested Objectives

1. Discuss the various types and uses of basic Material-Handling Equipment (MHE) and technology. DOK2, WM, CS, SA
  - a. Identify the types of hand-operated pieces of warehouse equipment.
  - b. Demonstrate the safe operation of hand-operated warehouse equipment.
  - c. Identify the various types and characteristics of powered industrial trucks
  - d. Demonstrate inspection procedures for powered industrial trucks.
  - e. Demonstrate the safe operation of various types of powered industrial trucks.
  - f. Identify and discuss the various types of forklift accessories.
  - g. Identify and discuss preventive and operational maintenance procedures for manual and powered industrial equipment.
  - h. Identify and discuss the various types of overhead handling equipment.
  - i. Identify and discuss types of conveyor systems.
  - j. Identify and discuss various types of automated MHE and automated guided vehicles (AGV).
  - k. Define the concept of movement as it relates to warehouse operations, inventory, and MHE.
  - l. Select appropriate MHE for specific situations and functions.
  - m. Identify and describe different types of skids, crates, and pallets and their attributes.
  - n. Define common terms associated with material handling.

# Unit 5: Procurement, Inventory Management, and Storage Systems

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<b>Competencies and Suggested Objectives</b>	
1. Identify and describe the fundamental concepts of procurement.	DOK2, WE, SC, TM, WM, CS, SA
<ul style="list-style-type: none"> <li>a. Describe the buying or purchasing process.</li> <li>b. Develop various buying/purchasing policies.</li> <li>c. Locate, review, and complete various purchasing documentation.</li> <li>d. Explain the concept of “demand planning.”</li> <li>e. Utilize catalogs and internet resources to locate items and compare pricing.</li> <li>f. Define common terms associated with procurement and purchasing.</li> </ul>	
2. Identify and describe the fundamental concepts of inventory management.	DOK2, SC, TM, WM, CS
<ul style="list-style-type: none"> <li>a. Explain various types of inventory.</li> <li>b. Distinguish physical characteristics of inventory.</li> <li>c. Identify and discuss various inventory control systems.</li> <li>d. Demonstrate the procedures for correct rotation of stock.</li> <li>e. Complete physical stock counts.</li> <li>f. Calculate gross and net stock.</li> <li>g. Explain inventory shrinkage.</li> <li>h. Process returns of inventory to vendors.</li> <li>i. Discuss inventory management procedures and the use of warehouse management systems (WMS).</li> <li>j. Explain the concept and processes of “reverse logistics.”</li> <li>k. Define and demonstrate “cycle counting.”</li> <li>l. Explain the difference between cycle counting and physical inventory.</li> <li>m. Calculate “re-order points.”</li> <li>n. Explain the concept of an “ABC analysis.”</li> <li>o. Explain the “80/20” rule of inventory.</li> <li>p. Define common terms associated with inventory and inventory management.</li> </ul>	
3. Identify and describe the fundamental concepts of inventory storage systems.	DOK2, WM, CS, SA
<ul style="list-style-type: none"> <li>a. Discuss concerns for selecting the appropriate type of storage system.</li> <li>b. Describe the various types of storage materials and equipment utilized in a distribution center.</li> <li>c. Identify and discuss different types of storage concepts and the inventory types associated with each.</li> <li>d. Describe the use of location identification as a method of inventory storage.</li> <li>e. Discuss the various methods of establishing locations.</li> <li>f. Define common terms associated with storage.</li> </ul>	



## Unit 6: Receiving, Stocking, and Put-Away Procedures

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<b>Competencies and Suggested Objectives</b>	
1. Discuss procedures regarding receiving.	DOK2, WE, SC, TM, WM, CS, SA
<ul style="list-style-type: none"> <li>a. Identify and discuss the steps involved in receiving shipments.</li> <li>b. Develop procedures for unloading shipments.</li> <li>c. Develop the process for checking merchandise for damage.</li> <li>d. Complete inventory transactions.</li> <li>e. Identify documents used during the receiving process.</li> <li>f. Reconcile inventory discrepancies against receiving documents.</li> <li>g. Process refused shipments.</li> <li>h. Execute inventory transactions to update the Warehouse Management System (WMS).</li> <li>i. Utilize proper tools for assisting in inventory management processes, such as reports, barcode readers, and computers.</li> <li>j. Explain how and why staging may be utilized during the receiving process.</li> <li>k. Demonstrate proper procedures for receiving inventory.</li> <li>l. Define terms commonly associated with the receiving process.</li> </ul>	
2. Discuss procedures regarding stocking.	DOK2, WM, CS, SA
<ul style="list-style-type: none"> <li>a. Demonstrate proper procedures for stocking inventory.</li> <li>b. Execute inventory transactions to update the WMS.</li> <li>c. Describe the process of replenishment of pick locations.</li> <li>d. Define terms commonly associated with the stocking process.</li> </ul>	
3. Discuss procedures regarding put-away.	DOK2, WM, CS, SA
<ul style="list-style-type: none"> <li>a. Demonstrate proper procedures for putting inventory away.</li> <li>b. Execute inventory transactions to update the WMS.</li> <li>c. Identify storage locations requiring replenishments.</li> <li>d. Perform replenishment operations and put-away of merchandise in designated locations.</li> <li>e. Define terms commonly associated with the put-away process.</li> <li>f. Discuss the similarities and differences between stocking and put-away processes.</li> </ul>	

# Unit 7: Pick, Pack, and Ship Operations

<b>Competencies and Suggested Objectives</b>	
1. Identify and demonstrate picking procedures. <small>DOK2, WE, WM, CS, SA</small>	<ul style="list-style-type: none"> <li>a. Identify units of measure.</li> <li>b. Develop procedures for selection of customer orders.</li> <li>c. Complete the physical order-picking process using material-handling equipment.</li> <li>d. Complete order-selection documentation.</li> <li>e. Complete backorders or shortages.</li> <li>f. Describe the function and components of a pick list.</li> <li>g. Utilize tools in performing a pick, such as pick tickets or barcode readers.</li> <li>h. Identify and describe the various types of picking processes.</li> <li>i. Identify the types of Material-Handling Equipment utilized in the picking process.</li> <li>j. Describe the process of kitting.</li> <li>k. Define terms commonly associated with the picking process.</li> </ul>
2. Identify and demonstrate packing procedures. <small>DOK2, TM, WM, SA</small>	<ul style="list-style-type: none"> <li>a. Identify and discuss types of boxes and sealers used in the packing process.</li> <li>b. Identify various types of dunnage and their proper use.</li> <li>c. Demonstrate the use of various types of dunnage.</li> <li>d. Complete and include a packing list.</li> <li>e. Develop proper packing procedures.</li> <li>f. Complete packing of case shipments.</li> <li>g. Palletize and stretch-wrap shipments.</li> <li>h. Complete packing of pallet shipments.</li> <li>i. Identify pallet designs and patterns.</li> <li>j. Identify quantity-pack numbers.</li> <li>k. Identify the components of a packing list.</li> <li>l. Prepare a packing list.</li> <li>m. Identify types of equipment utilized in the packing process.</li> <li>n. Describe and demonstrate the process of “cubing a pallet.”</li> <li>o. Describe load unitization.</li> <li>p. Identify types of load stabilization products and methods.</li> <li>q. Determine types of loads.</li> <li>r. Define terms commonly associated with packing operations.</li> </ul>
3. Identify and describe procedures for various shipment types. <small>DOK2, TM, WM, CS, SA</small>	<ul style="list-style-type: none"> <li>a. Use tables of weights and measurements.</li> <li>b. Discuss attributes used in carrier selection.</li> <li>c. Identify the information on common carrier shipping labels.</li> <li>d. Weigh and record items using a scale.</li> <li>e. Explain the concept of tracking numbers.</li> <li>f. Discuss staging as a process in the shipping activity.</li> <li>g. Identify procedures for international shipments.</li> <li>h. Identify procedures for shipments of hazardous materials.</li> <li>i. Complete shipments for small-package carriers.</li> </ul>

- j. Prepare a bill of lading.
- k. Recognize various types of transportation and shipping documents.
- l. Define terms commonly associated with domestic and international shipping operations.
- m. Discuss and demonstrate the use of labeling systems in a pick, pack, and ship operation.
- n. Determine weights and measurements of fully pallet-load shipments.

## Unit 8: Employability, Safety and, Logistics Review

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<b>Competencies and Suggested Objectives</b>	
1. Demonstrate employability skills. <small>DOK 1, WE, SC, TM, WM, CS, SA</small>	<ul style="list-style-type: none"><li>a. Update personal resume.</li><li>b. Participate in a panel interview.</li><li>c. Demonstrate team-building skills.</li></ul>
2. Discuss safety in the workplace. <small>DOK 2, WE, SA</small>	<ul style="list-style-type: none"><li>a. Identify potential hazards in the work-place.</li><li>b. Identify PPE specific to the logistics industry.</li><li>c. Demonstrate safe operations of MHE.</li><li>d. Discuss OSHA safety requirements for logistics.</li></ul>
3. Discuss components of a supply-chain and logistics operations. <small>DOK 2, WE, SC, TM, WM, CS, SA</small>	<ul style="list-style-type: none"><li>a. Describe supply-chain management.</li><li>b. Identify modes of transportation and their specific use in logistics.</li><li>c. Describe the distribution process.</li></ul>
4. Describe the operations, functions, and components of a distribution center. <small>DOK 2, WE, SC, TM, WM, CS, SA</small>	<ul style="list-style-type: none"><li>a. Identify and discuss various types of MHE.</li><li>b. Describe procurement as a function of the purchasing department.</li><li>c. Describe the activities associated with inventory management.</li><li>d. Describe the processes of receiving, stocking, and put-away.</li><li>e. Describe a typical pick, pack, and ship operation.</li></ul>

## Unit 9: Advanced Material-Handling and Storage Equipment and Warehouse Technologies

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Competencies and Suggested Objectives	
1. Demonstrate an understanding of advanced material handling and storage equipment. <sup>DOK 2, WE, WM, CS, SA</sup>	<ul style="list-style-type: none"><li>a. Identify and discuss the types of automated guided vehicles (AGV) available for use in distribution centers.</li><li>b. Identify and discuss the types of automated carousels used in warehousing.</li><li>c. Identify and discuss the various types of automated conveyor and sorting systems.</li><li>d. Identify the types of shuttle and robotics systems used in warehousing.</li></ul>
2. Demonstrate an understanding of advanced warehouse technologies and applications. <sup>DOK 2, WE, SC, WM, CS</sup>	<ul style="list-style-type: none"><li>a. Discuss and demonstrate the use of barcoding technology in the warehouse.</li><li>b. Describe “pick to light” as a picking system.</li><li>c. Describe “voice picking” as a tool for the picking process.</li><li>d. Identify and discuss the use of radio frequency technology in operations.</li><li>e. Describe the functions of a Warehouse Management System (WMS)</li><li>f. Use WMS as applicable in operations.</li><li>g. Describe the functions of an ERP system and how it relates to WMS.</li><li>h. Discuss the use of WMS and Logistics Execution Systems (LES).</li><li>i. Discuss the pros and cons of radio frequency identification (RFID) as a viable source of technology in a warehouse.</li><li>j. Demonstrate the use of spreadsheet applications in determining inventory consumption, shipping production, and various other information reporting purposes.</li></ul>

# Unit 10: Managing Distribution Center and Warehouse Facilities

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## Competencies and Suggested Objectives

1. Explain various aspects of facility design and management. DOK 1, WE, SC, TM, WM, CA, SA
  - a. Recognize and identify various facility layouts and designs.
  - b. Explain facility-management practices.
  - c. Describe the role of management in quality control practices.
  - d. Explain the organizational structure of warehouse management.
  - e. Explain the nature of management/supervisory training.
  - f. Identify ways that technology impacts business.
  - g. Plan and organize the work efforts of others.
  - h. Explain the concept and operations of a third party logistics (3PL) service provider.
  - i. Identify the trends in industry that affect 3PL operations.
  - j. Identify and explain the functional areas and operations of a distribution center.
  - k. Produce and analyze various productivity reports for a distribution operation.
  - l. Prepare and present an operational status report for senior management.
  - m. Discuss management of peaks and valleys, surges, and seasonal operations with regard to distribution-center operations.
  - n. Identify and discuss the various types of warehouse and distribution centers and their specific uses.
  - o. Identify and explain the human resources and skills necessary to operate a fully functional distribution center.
  - p. Describe and demonstrate advanced inventory management functions to eliminate stock outages.
  - q. Identify and discuss various software and services utilized to help support distribution operations.
  - r. Explain the concept and usage of “staging” of inventory in distribution operations.
  - s. Explain the concept and usage of “cross-docking” of inventory in distribution operations.
  - t. Explain the concept of “protection” as it relates to distribution and warehouse operations and inventory.

# Unit 11: Advanced Logistics, Supply-Chain Management, and Intermodal Operations

<b>Competencies and Suggested Objectives</b>	
1. Discuss advanced logistics concepts and functions.	DOK2, WE, SC, TM, WM, CS, SA
<ul style="list-style-type: none"> <li>a. Identify current industry trends in logistics.</li> <li>b. Identify and discuss major international logistics facilities such as Dubai.</li> <li>c. Discuss the use of Transportation Management Systems (TMS).</li> <li>d. Identify the major processes of a TMS.</li> <li>e. Define the concept of rate shopping.</li> <li>f. Discuss the types and uses of certifications in the logistics industry.</li> <li>g. Discuss the impact of government regulations on the transportation industry.</li> </ul>	
2. Discuss advanced supply-chain management concepts and functions.	DOK 2, WE, SC, TM, WM, CS
<ul style="list-style-type: none"> <li>a. Identify and describe the components of the supply chain.</li> <li>b. Identify and describe the relationships between supply-chain components.</li> <li>c. Identify and describe the purposes of Third Party Logistics Providers (3PLs).</li> <li>d. Define and discuss globalization of the supply chain.</li> <li>e. Identify and discuss industry trends that affect supply-chain management operations.</li> <li>f. Identify and discuss government regulations that affect the supply chain.</li> <li>g. Identify and explain current trends in the supply-chain field.</li> <li>h. Identify applications and technologies used in the enhancement of SCM operations.</li> <li>i. Describe the functions and major processes of a Supply Chain Management System (SCMS), including planning and forecasting, warehouse and inventory management, and transportation management.</li> <li>j. Discuss the types and values of certifications in the supply-chain industry.</li> <li>k. Explain Omni Channel Supply Chain and discuss its integration into the fulfillment process.</li> </ul>	
3. Discuss the different aspects of intermodal transportation.	DOK 2, WE, SC, TM, WM, CS, SA
<ul style="list-style-type: none"> <li>a. Recall and discuss the various modes of transportation.</li> <li>b. Identify attributes of intermodal selection through cost-benefit analyses.</li> <li>c. Determine a cost per container for various intermodal methods.</li> <li>d. Prepare a layout of an intermodal facility, and identify the major components.</li> <li>e. Identify potential hazards and delays for each mode of transport.</li> <li>f. Identify and explain various types of freight and intermodal consulting agencies, such as freight brokers.</li> <li>g. Discuss various import/export rules, documentation, and laws associated with domestic and international intermodal transport.</li> <li>h. Identify the various marine ports throughout the region.</li> <li>i. Identify the various intermodal rail/truck facilities throughout the region.</li> <li>j. Identify the capacity capabilities of the various transportation modes, including marine cargo ship types and barges.</li> </ul>	

- k. Explain the role of the federal Department of Transportation in the inspection process of intermodal transport for all modes of transport.



## Unit 12: Environmental Safety, Sustainability, and Health

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Competencies and Suggested Objectives
<p>1. Identify and discuss various aspects of environmental safety and sustainability. <sup>DOK 1, WE, SC, TM, WM, SA</sup></p> <ul style="list-style-type: none"><li>a. Discuss sustainability as a component of environmental safety.</li><li>b. Describe the operations of a “green” distribution center.</li><li>c. Identify specific greening opportunities in a distribution center.</li><li>d. Discuss U.S. government regulations involving environmental safety.</li><li>e. Identify various aspects of international environmental laws and requirements.</li><li>f. Identify current trends in environmental safety.</li><li>g. Explain the nature of environmental regulations.</li><li>h. Discuss the importance of sustainability with regard to industry and business.</li></ul>

# Student Competency Profile

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**Student's Name:** \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

<b>Unit 1: Orientation, Leadership, and Employability Skills</b>		
	1.	Review local program and career and technical center policies and procedures.
	2.	Describe employment opportunities and responsibilities.
	3.	Explore leadership skills and personal development opportunities provided by student organizations, including SkillsUSA.
	4.	Demonstrate the ability to follow verbal and written instructions and communicate effectively in on-the-job situations.
	5.	Utilize basic word processing skills to demonstrate resume and cover letter development.
	6.	Demonstrate proper interviewing techniques.
	7.	Demonstrate basic and intermediate math skills.
<b>Unit 2: Workplace and Operational Safety</b>		
	1.	Identify and describe the basics of safety in a distribution facility.
<b>Unit 3: Overview of Supply-Chain Management, Transportation, and Distribution</b>		
	1.	Define supply-chain management and identify the basic supply-chain components as identified by APICS.
	2.	Define the basic concept of transportation.
	3.	Define the basic concept of distribution.
	4.	Understand the relationship between supply and demand, transportation, and distribution.
	5.	Demonstrate knowledge of the continental US.
<b>Unit 4: Basic Material-Handling Equipment and Technology</b>		
	1.	Discuss the various types and uses of basic Material-Handling Equipment (MHE) and technology.
<b>Unit 5: Procurement, Inventory Management, and Storage Systems</b>		
	1.	Identify and describe the fundamental concepts of procurement.

	2.	Identify and describe the fundamental concepts of inventory management.
	3.	Identify and describe the fundamental concepts of inventory storage systems.
<b>Unit 6: Receiving, Stocking, and Put-Away Procedures</b>		
	1.	Discuss procedures regarding receiving.
	2.	Discuss procedures regarding stocking.
	3.	Discuss procedures regarding put-away.
<b>Unit 7: Pick, Pack, and Ship Operations</b>		
	1.	Identify and demonstrate picking procedures.
	2.	Identify and demonstrate packing procedures.
	3.	Identify and describe procedures for various shipment types.
<b>Unit 8: Employability, Safety and, Logistics Review</b>		
	1.	Demonstrate employability skills.
	2.	Discuss safety in the workplace.
	3.	Discuss components of a supply-chain and logistics operations.
	4.	Describe the operations, functions, and components of a distribution center.
<b>Unit 9: Advanced Material-Handling and Storage Equipment and Warehouse Technologies</b>		
	1.	Demonstrate an understanding of advanced material handling and storage equipment.
	2.	Demonstrate an understanding of advanced warehouse technologies and applications.
<b>Unit 10: Managing Distribution Center and Warehouse Facilities</b>		
	1.	Explain various aspects of facility design and management.
<b>Unit 11: Advanced Logistics, Supply-Chain Management, and Intermodal Operations</b>		
	1.	Discuss advanced logistics concepts and functions.
	2.	Discuss advanced supply-chain management concepts and functions.
	3.	Discuss the different aspects of intermodal transportation.
<b>Unit 12: Environmental Safety, Sustainability, and Health</b>		
	1.	Identify and discuss various aspects of environmental safety and sustainability.

## Appendix A: Unit References

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All of the Transportation Logistics units use the same resources for each unit. You will find suggested resources listed below.

### **Transportation-Economics Management:**

Bardi, E. J., Coyle, J. J., & Novack, R. A. (2011). *Transportation: A supply chain perspective* (7th ed.). Mason, OH: South-Western Cengage Learning. (ISBN: 978-0-324-78919-0)

### **Logistics Management:**

Bardi, E. J., Coyle, J. J., & Langley, C. J. (2008). *Supply chain management: A logistics perspective* (8th ed.). Mason, OH: Cengage Learning. (ISBN: 978-0-324-37692-0; includes student CD-ROM)

### **International Transportation and Logistics:**

David, P., & Stewart, R. (2010). *International logistics: The management of international trade operations* (3rd ed.). Mason, OH: Cengage Learning (ISBN: 978-1-111-46498-1; online material access key included with purchase)

### **General Management Principles and Techniques:**

McHugh, J., McHugh, S., & Nickels, W. (2006). *Understanding business* (8th ed.). Boston, MA: McGraw-Hill Irwin. (ISBN: 978-0-073-10597-0)

Barrett, B. (2009). *A student assessment & learning guide to accompany Understanding Business* (9th ed.). Boston, MA: McGraw Hill. (ISBN: 978-0-077-26842-8)

Bandmann, T. (Producer). (2004). *The container story* [DVD]. Available from <http://www.containerstory.com/>

### **Lean Logistics:**

Goldsby, T., & Martichenko, R. (2005). *Lean Six Sigma logistics: Strategic development to operational success*. Boca Raton, FL: J. Ross. (ISBN: 1-932159-36-3)

### **Logistics and Supply-Chain Strategy:**

Christopher, M. (2005). *Logistics and supply chain management: Creating value-adding networks* (3rd ed.). Harlow, UK: Pearson Education. (ISBN: 978-0-273-68176-2; this text is also used for the professional designation in logistics and supply chain management [PLS] certification program)

Goddard, S. B. (1994). *Getting there: The epic struggle between road and rail in the American century* (1st ed.). New York, NY: Basic Books. (ISBN: 978-0-465-02639-5)

Swift, E. (2011). *The big roads: The untold story of the engineers, visionaries, and trailblazers who created the American superhighways*. New York, NY: Houghton Mifflin Harcourt. (ISBN: 978-0-618-81241-7)

### **Logistics Analysis:**

Ballou, R. H. (2003). *Business logistics/supply chain management* (5th ed.). Upper Saddle River, NJ: Prentice Hall. (ISBN: 978-0-131-07659-4; includes Logware CD package)

### **Supply-Chain Management:**

Lambert, D. M. (Ed.). (2006). *Supply chain management: Processes, partnerships, performance* (3rd ed.). Sarasota, FL: Supply Chain Management Institute. (ISBN: 978-0975994931)

### **Logistics Finance:**

Cokins, G., Klammer, T. P., & Pohlen, T. L. (2009). *The handbook of supply chain costing*. Hinsdale, IL: Council of Supply Chain Management Professionals. (ISBN: 978-0-9825348-0-9)

## Appendix B: Industry Standards

### TRANSPORTATION LOGISTICS PATHWAY CONTENT STANDARDS AND PERFORMANCE ELEMENTS

Crosswalk for Transportation Logistics											
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
<b>Transportation Logistics</b>											
WE-WORKPLACE ESSENTIALS		X	X			X	X	X	X	X	X
SC-SUPPLY CHAIN MANGEMENT				X		X	X		X	X	X
TM-TRANSPORTATION MANAGEMENT				X		X	X	X	X		X
WM-WAREHOUSE MANAGEMENT				X	X	X	X	X	X	X	X
CS-COMPUTER SYSTEMS		X		X	X	X	X	X	X	X	X
SA-SAFETY AWARENESS			X	X	X	X	X	X	X	X	X
		Unit 11	Unit 12								
WE-WORKPLACE ESSENTIALS		X	X								
SC-SUPPLY CHAIN MANGEMENT		X	X								
TM-TRANSPORTATION MANAGEMENT		X	X								
WM-WAREHOUSE MANAGEMENT		X	X								
CS-COMPUTER SYSTEMS		X									
SA-SAFETY AWARENESS		X	X								

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**WE - WORKPLACE ESSENTIALS**  
**SC - SUPPLY CHAIN MANGEMENT**  
**TM - TRANSPORTATION MANAGEMENT**  
**WM - WAREHOUSE MANAGEMENT**  
**CS - COMPUTER SYSTEMS**  
**SA - SAFETY AWARENESS**

The National Standards can be viewed at the American Society for Transportation Logistics website at <http://www.astl.org>.

## Appendix C: 21st Century Skills<sup>1</sup>

21st Century Crosswalk for Transportation Logistics											
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
21st Century Standards											
CS1		X		X					X		
CS2				X					X		
CS3			X	X					X		
CS4			X						X		
CS5			X						X		
CS6		X				X	X	X	X	X	X
CS7		X	X	X	X	X	X	X	X	X	X
CS8		X	X	X	X	X	X	X	X	X	X
CS9		X	X	X	X	X	X	X	X	X	X
CS10		X	X		X			X	X	X	X
CS11		X		X	X	X	X	X	X	X	X
CS12		X	X	X	X	X	X	X	X	X	X
CS13		X	X		X	X	X	X	X	X	X
CS14		X	X	X	X	X	X	X	X	X	X
CS15		X		X	X	X	X			X	X
CS16		X	X	X	X	X	X	X	X	X	X
		Unit 11	Unit 12								
CS1		X	X								
CS3		X	X								
CS4			X								
CS5			X								
CS6		X									
CS7		X	X								
CS8		X									
CS9		X	X								
CS10		X	X								
CS11		X	X								
CS12		X	X								
CS13		X									
CS14		X	X								

<sup>1</sup> 21st century skills. (n.d.). Washington, DC: Partnership for 21st Century Skills.

CS15		X									
CS16		X									

## CSS1-21st Century Themes

### **CS1 Global Awareness**

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

### **CS2 Financial, Economic, Business, and Entrepreneurial Literacy**

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

### **CS3 Civic Literacy**

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

### **CS4 Health Literacy**

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

### **CS5 Environmental Literacy**

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.



4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

## CSS2-Learning and Innovation Skills

### **CS6 Creativity and Innovation**

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

### **CS7 Critical Thinking and Problem Solving**

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

### **CS8 Communication and Collaboration**

1. Communicate Clearly
2. Collaborate with Others

## CSS3-Information, Media and Technology Skills

### **CS9 Information Literacy**

1. Access and Evaluate Information
2. Use and Manage Information

### **CS10 Media Literacy**

1. Analyze Media
2. Create Media Products

### **CS11 ICT Literacy**

1. Apply Technology Effectively

## CSS4-Life and Career Skills

### **CS12 Flexibility and Adaptability**

1. Adapt to change
2. Be Flexible

### **CS13 Initiative and Self-Direction**

1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

### **CS14 Social and Cross-Cultural Skills**

1. Interact Effectively with others
2. Work Effectively in Diverse Teams

### **CS15 Productivity and Accountability**

1. Manage Projects
2. Produce Results

## **CS16 Leadership and Responsibility**

1. Guide and Lead Others
2. Be Responsible to Others

## Appendix D: College and Career Ready Standards

English Standards											
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
RI.11.3				X							
RI.11.4			X	X	X		X			X	X
RI.11.7		X	X	X					X		
W.11.1			X								X
W.11.2		X									
W.11.3			X								X
W.11.6		X	X						X		
W.11.7		X	X						X		
W.11.8		X	X						X		
W.11.9		X	X						X		
W.11.10			X						X		
SL.11.1				X	X				X	X	X
SL.11.2											X
SL.11.4			X	X		X	X	X		X	X
L.11.1		X	X								
L.11.2		X	X								
L.11.3		X									
L.11.4		X	X	X	X	X	X	X	X		X
RST.11-12.1			X	X	X	X	X	X	X	X	X
RST.11-12.2			X	X	X	X	X	X	X	X	X
RST.11-12.3			X	X	X	X	X	X	X	X	X
RST.11-12.4			X	X	X	X	X	X	X	X	X
RST.11-12.8					X					X	
RST.11-12.9				X							
WHST.11-12.2			X						X		
WHST.11-12.6		X	X						X		

English Standards											
	Units	Unit 11	Unit 12								
RI.11.3		X									
RI.11.4		X									
W.11.1		X									
W.11.2		X									
W.11.3		X									
W.11.7		X									
W.11.8		X									
W.11.9		X									
SL.11.1		X									
SL.11.4		X									
RST.11-12.1		X									
RST.11-12.2		X									
RST.11-12.3		X									
RST.11-12.4		X									
RST.11-12.5		X									
RST.11-12.9		X									
WHST.11-12.1		X									

## College and Career Ready English I

### Reading Literature Key Ideas and Details

RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

#### Integration of Knowledge and Ideas

RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

RL.9.8 Not applicable to literature.

#### College and Career Ready English I

RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

#### Range of Reading and Level of Text Complexity

RL.9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### College and Career Ready English I

#### Reading Informational Text Key Ideas and Details

RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### Craft and Structure

RI.9.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Integration of Knowledge and Ideas

RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

#### College and Career Ready English I

#### Writing Text Types and Purposes

W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

#### College and Career Ready English I

W.9.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### Production and Distribution of Writing

W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Research to Build and Present Knowledge

W.9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### College and Career Ready English I

W.9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9.9a Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

W.9.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

### Range of Writing

W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

### College and Career Ready English I

SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9.1b Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### Presentation of Knowledge and Ideas

SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## College and Career Ready English I

SL.9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

## College and Career Ready English I

### Language

#### Conventions of Standard English

L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9.1a Use parallel structure.\*

L.9.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9.2b Use a colon to introduce a list or quotation.

L.9.2c Spell correctly

#### Knowledge of Language

L.9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

L.9.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

#### Vocabulary Acquisition and Use

L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

## College and Career Ready English I

L.9.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9.5b Analyze nuances in the meaning of words with similar denotations.



L.9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## College and Career Ready English II

### Range of Reading and Level of Text Complexity

RL.10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

## Grades 9-10: Literacy in History/SS

### Reading in History/Social Studies Key Ideas and Details

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Craft and Structure

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### Integration of Knowledge and Ideas

RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

### Range of Reading and Level of Text Complexity

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

## Grades 9-10: Literacy in Science and Technical Subjects

### Reading in Science and Technical Subjects Key Ideas and Details

RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

### Craft and Structure

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

### Integration of Knowledge and Ideas

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts

### Range of Reading and Level of Text Complexity

RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

## Grades 9-10: Writing in History/SS, Science, and Technical Subjects

### Writing Text Types and Purposes

WHST.9-10.1 Write arguments focused on discipline-specific content.

WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Grades 9-10

Writing in History/SS, Science, and Technical Subjects

WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.3 Not Applicable

Production and Distribution of Writing

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Grades 9-10

Writing in History/SS, Science, and Technical Subjects

Range of Writing

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English III

Reading Literature Key Ideas and Details

RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### Craft and Structure

RL.11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

#### Integration of Knowledge and Ideas

RL.11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11.8 Not applicable to literature.

RL.11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

#### Range of Reading and Level of Text Complexity

RL.11.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

### English III

#### Reading Informational Text Key Ideas and Details

RI.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### Craft and Structure

RI.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

### Integration of Knowledge and Ideas

RI.11.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including Them Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

### Range of Reading and Level of Text Complexity

RI.11.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

## English III

### Writing

W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

W.11.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

### English III

W.11.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

W.11.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### Production and Distribution of Writing

W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### English III

W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

W.11.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

#### Research to Build and Present Knowledge

W.11.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

W.11.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

#### Range of Writing

W.11.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### English III

#### Speaking and Listening

##### Comprehension and Collaboration

SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11.1b Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

SL.11.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

##### Presentation of Knowledge and Ideas

SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

### English III

SL.11.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

### English III

#### Language

##### Conventions of Standard English

L.11.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11.2a Observe hyphenation conventions.

L.11.3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.



## Vocabulary Acquisition and Use

L.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

## English IV

### Range of Reading and Level of Text Complexity

RL.12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

## Grades 11-12: Literacy in History/SS

### Reading in History/Social Studies Key Ideas and Details

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Craft and Structure

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Integration of Knowledge and Ideas

Rh.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. Range of Reading and Level of Text Complexity

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

## Grades 11-12: Literacy in Science and Technical Subjects

### Reading in Science and Technical Subjects Key Ideas and Details

RST. 11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.



### Craft and Structure

RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

### Range of Reading and Level of Text Complexity

RST.11-12.10 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

## Grades 11-12: Writing I History/SS, Science and Technical Subjects

### Writing

#### Text Types and Purposes

WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

## Grades 11-12: Writing I History/SS, Science and Technical Subjects

WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

### Production and Distribution of Writing

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

## Appendix D: College and Career Ready Standards

Mathematics Standards											
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
N-Q.1				X		X		X			
N-Q.2				X		X		X			
N-Q.3				X		X		X			
A-SSE.2						X					
A-SSE.3						X					
A-REI.3						X					
A-REI.7								X			
F-IF.5						X		X			
F-IF.6						X		X			
F-IF.7						X					
F-BF.1						X					
F-BF.2						X					
8.SP.1						X					
S-ID.1						X					
S-ID.2						X					
S-ID.3						X					
S-ID.4						X					
S-ID.5						X					
S-ID.6						X					
N-CN.1						X					
N-CN.2						X					

Mathematics Standards											
	Units	Unit 11	Unit 12								
N-Q.1		X									
N-Q.2		X									
N-Q.3		X									
8.EE.8		X									
A-SSE.1		X									
A-SSE.2		X									
A-SSE.3		X									
A-SSE.4		X									
A-CED.1		X									
A-CED.2		X									
A-CED.3		X									
A-CED.4		X									
A-REI.3		X									
F-IF.1		X									
F-IF.2		X									
F-IF.5		X									
F-IF.6		X									
F-BF.1		X									
G-MG.1		X									
G-MG.2		X									
G-MG.3		X									
N-CN.1		X									
N-CN.2		X									

## Number and Quantity

### Reason quantitatively and use units to solve problems

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.\*

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.\*

N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.\*

## Algebra

### Analyze and solve linear equations and pairs of simultaneous linear equations

8.EE.8 Analyze and solve pairs of simultaneous linear equations.

- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.
- Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

### Interpret the structure of expressions

A-SSE.1 Interpret expressions that represent a quantity in terms of its context.\*

- Interpret parts of an expression, such as terms, factors, and coefficients.
- Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .

A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.\*

- Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15t$  can be rewritten as  $[1.151/12]^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

### Creating equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.\*

A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.\*

A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.\*

A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .\*

### Solve equations and inequalities in one variable

A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

### Solve systems of equations

A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

### Represent and solve equations and inequalities graphically

A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

A-REI.11 Explain why the x-coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.\*

A-REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

### Functions

#### Define, evaluate, and compare functions

8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. 1

8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

8.F.3 Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function  $A = s^2$  giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

#### Use functions to model relationships between quantities

8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

#### Understand the concept of a function and use function notation

F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .

F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$ .

### Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.\*

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.\*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.\* Analyze functions using different representations Supporting

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.\* a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

### Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.\* a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.\*

### Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.\*

a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.

b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).\*

F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.\* Interpret expressions for functions in terms of the situation they model Supporting

F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.\*

## Geometry

### Understand and apply the Pythagorean Theorem

8.G.6 Explain a proof of the Pythagorean Theorem and its converse.

8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

#### Experiment with transformations in the plane

G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

#### Understand congruence in terms of rigid motions

G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

#### Prove geometric theorems

G-CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G-CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

G-CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.



## Statistics and Probability

### Investigate patterns of association in bivariate data

8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

### Summarize, represent, and interpret data on a single count or measurement variable

S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).\*

S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.\*

S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).\*

### Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.\*

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.\*

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

c. Fit a linear function for a scatter plot that suggests a linear association.

### Interpret linear models

S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.\*

S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.\*

S-ID.9 Distinguish between correlation and causation.\*

## Algebra I

### Number and Quantity

#### Use properties of rational and irrational numbers

N-RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

#### Reason quantitatively and use units to solve problems

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.\*

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.\*

N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.\*

## Algebra

#### Interpret the structure of expressions

A-SSE.1 Interpret expressions that represent a quantity in terms of its context.\*

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .

A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$  thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .

#### Write expressions in equivalent forms to solve problems

A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.\*

a. Factor a quadratic expression to reveal the zeros of the function it defines.

b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

c. Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15t$  can be rewritten as  $[1.151/12]^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

## Algebra I

#### Perform arithmetic operations on polynomials

A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

#### Understand the relationship between zeros and factors of polynomials

A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

### Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.\*

A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.\*

A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.\*

A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .\*

### Understand solving equations as a process of reasoning and explain the reasoning

A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

### Solve equations and inequalities in one variable

A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A-REI.4 Solve quadratic equations in one variable.

a. Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.

b. Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

## Algebra I

### Solve systems of equations

A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

### Represent and solve equations and inequalities graphically

A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

A-REI.11 Explain why the  $x$ -coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.\*

A-REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

## Functions

### Understand the concept of a function and use function notation

F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .

F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$

### Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.\*

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.\*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.\*

## Algebra I

### Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.\*

- Graph linear and quadratic functions and show intercepts, maxima, and minima.
- Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

- Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. B

### Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.\*

- Determine an explicit expression, a recursive process, or steps for calculation from a context.

### Build new functions from existing functions

F-BF.3 Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them

### Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.\*

- Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.
- Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).\*

F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.\*

## Algebra I

### Interpret expressions for functions in terms of the situation they model

F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.\*

## Statistics and Probability \*

### Summarize, represent, and interpret data on a single count or measurement variable

S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).\*

S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.\*

S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).\*

### Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.\*

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.\*

- Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
- Informally assess the fit of a function by plotting and analyzing residuals.
- Fit a linear function for a scatter plot that suggests a linear association.

### Interpret linear models

S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.\*

S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.\*

S-ID.9 Distinguish between correlation and causation.\*

## Geometry Course

### Geometry

#### Experiment with transformations in the plane

G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

#### Understand congruence in terms of rigid motions

G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

#### Prove geometric theorems

G-CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G-CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

G-CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

## Geometry Course

### Make geometric constructions

G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

G-CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

### Understand similarity in terms of similarity transformations

G-SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor:

- A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
- The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

G-SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

G-SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

### Prove theorems involving similarity

G-SRT.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

G-SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

### Define trigonometric ratios and solve problems involving right triangles

G-SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G-SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.

G-SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.\*

### Understand and apply theorems about circles

G-C.1 Prove that all circles are similar

G-C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

G-C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.



### Find arc lengths and areas of sectors of circles

G-C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

### Translate between the geometric description and the equation for a conic section A

G-GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

### Use coordinates to prove simple geometric theorems algebraically

G-GPE.4 Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point  $(1, \sqrt{3})$  lies on the circle centered at the origin and containing the point  $(0, 2)$ .

G-GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

G-GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

G-GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.\*

### Explain volume formulas and use them to solve problems

G-GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

G-GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.\*

### Visualize relationships between two-dimensional and three-dimensional objects

G-GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

### Apply geometric concepts in modeling situations

G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).\*

G-MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).\*

G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).\*

## Algebra II

### Number and Quantity

#### Extend the properties of exponents to rational exponents

N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational



exponents. For example, we define  $5^{1/3}$  to be the cube root of 5 because we want  $[5^{1/3}]^3 = 5(1/3)^3$  to hold, so  $[5^{1/3}]^3$  must equal 5.

N-RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

#### Reason quantitatively and use units to solve problems

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.\*

#### Perform arithmetic operations with complex numbers

N-CN.1 Know there is a complex number  $i$  such that  $i^2 = -1$ , and every complex number has the form  $a + bi$  with  $a$  and  $b$  real.

N-CN.2 Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

#### Use complex numbers in polynomial identities and equations

N-CN.7 Solve quadratic equations with real coefficients that have complex solutions.

### Algebra

#### Interpret the structure of expressions

A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .

#### Write expressions in equivalent forms to solve problems

A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.\* c. Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15t$  can be rewritten as  $[1.15^{1/12}]^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

### Algebra II

A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.\*

#### Understand the relationship between zeros and factors of polynomials

A-APR.2 Know and apply the Remainder Theorem: For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ .

A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

#### Use polynomial identities to solve problems

A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity  $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$  can be used to generate Pythagorean triples.

#### Rewrite rational expressions

A-APR.6 Rewrite simple rational expressions in different forms; write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.

### Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.\*

### Understand solving equations as a process of reasoning and explain the reasoning

A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

### Solve equations and inequalities in one variable

A-REI.4 Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

## Algebra II

### Solve systems of equations

A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ .

### Represent and solve equations and inequalities graphically

A-REI.11 Explain why the  $x$ -coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.\*

## Functions

### Understand the concept of a function and use function notation

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$ .

### Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.\*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.\*

### Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.\*

c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

### Algebra II

F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as  $y = (1.02)^t$ ,  $y = (0.97)^t$ ,  $y = (1.01)^{12t}$ ,  $y = (1.2)^{t/10}$ , and classify them as representing exponential growth and decay.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

### Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.\*

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

F-BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.\*

### Build new functions from existing functions

F-BF.3 Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

F-BF.4 Find inverse functions. a. Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse and write an expression for the inverse. For example,  $f(x) = 2x^3$  or  $f(x) = (x+1)/(x-1)$  for  $x \neq 1$ .

### Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).\*

F-LE.4 For exponential models, express as a logarithm the solution to  $abct = d$  where  $a$ ,  $c$ , and  $d$  are numbers and the base  $b$  is 2, 10, or  $e$ ; evaluate the logarithm using technology.\*

### Interpret expressions for functions in terms of the situation they model

F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.\*

## Algebra II

### Extend the domain of trigonometric functions using the unit circle

F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

F-TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

### Model periodic phenomena with trigonometric functions

F-TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.\*

### Prove and apply trigonometric identities

F-TF.8 Prove the Pythagorean identity  $\sin^2(\theta) + \cos^2(\theta) = 1$  and use it to find  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$ , given  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$  and the quadrant of the angle.

## Geometry

### Translate between the geometric description and the equation for a conic section

G-GPE.2 Derive the equation of a parabola given a focus and directrix.

## Statistics and Probability

### Summarize, represent, and interpret data on a single count or measurement variable

S-ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.\*

### Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.\*

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

## Algebra II

### Understand and evaluate random processes underlying statistical experiments

S-IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.\*

S-IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?\*

### Make inferences and justify conclusions from sample surveys, experiments, and observational studies

S-IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.\*

S-IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.\*

S-IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.\*

S-IC.6 Evaluate reports based on data.\*

### Understand independence and conditional probability and use them to interpret data

S-CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).\*

S-CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.\*

S-CP.3 Understand the conditional probability of A given B as  $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.\*

S-CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.\*

S-CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.\*

### Use the rules of probability to compute probabilities of compound events in a uniform probability model

S-CP.6 Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in terms of the model.\*

S-CP.7 Apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.\*

## Integrated Mathematics

### Number and Quantity

#### Reason quantitatively and use units to solve problems

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.\*

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.\*

N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.\*

## Algebra

### Interpret the structure of expressions

A-SSE.1 Interpret expressions that represent a quantity in terms of its context.\*

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .

### Write expressions in equivalent forms to solve problems

A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.\*

c. Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15t$  can be rewritten as  $[1.151/12]^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

### Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.\*

A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.\*

A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.\*

A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .\*

## Integrated Mathematics I

### Solve equations and inequalities in one variable

A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

### Solve systems of equations

A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

### Represent and solve equations and inequalities graphically

A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

A-REI.11 Explain why the x-coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.\*

A-REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

## Functions

### Understand the concept of a function and use function notation

F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .

F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$ .

### Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.\*

## Integrated Mathematics I

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.\*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.\*

### Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.\*

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

### Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.\* a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.\*



### Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.\*

- a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.
- b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).\*

F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.\*

### Interpret expressions for functions in terms of the situation they model

F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.\*

## Integrated Mathematics I

### Geometry

#### Experiment with transformations in the plane

G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

#### Understand congruence in terms of rigid motions

G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.



### Prove geometric theorems

G-CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G-CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

G-CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

### Integrated Mathematics I

#### Statistics and Probability

#### Summarize, represent, and interpret data on a single count or measurement variable

S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).\*

S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.\*

S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).\*

#### Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.\*

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.\*

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

c. Fit a linear function for a scatter plot that suggests a linear association.

#### Interpret linear models

S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.\*

S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.\*

S-ID.9 Distinguish between correlation and causation.\*

## Integrated Mathematics I

### Number and Quantity

#### Extend the properties of exponents to rational exponents

N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define  $5^{1/3}$  to be the cube root of 5 because we want  $[5^{1/3}]^3 = 5(1/3)^3$  to hold, so  $[5^{1/3}]^3$  must equal 5.

N-RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

#### Use properties of rational and irrational numbers

N-RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

#### Reason quantitatively and use units to solve problems

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.\*

#### Perform arithmetic operations with complex numbers

N-CN.1 Know there is a complex number  $i$  such that  $i^2 = -1$ , and every complex number has the form  $a + bi$  with  $a$  and  $b$  real.

N-CN.2 Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

#### Use complex numbers in polynomial identities and equations

N-CN.7 Solve quadratic equations with real coefficients that have complex solutions.

### Algebra

#### Interpret the structure of expressions

A-SSE.1 Interpret expressions that represent a quantity in terms of its context.\* b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .

## Integrated Mathematics II

A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .

#### Write expressions in equivalent forms to solve problems

A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.\*

a. Factor a quadratic expression to reveal the zeros of the function it defines.

b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

### Perform arithmetic operations on polynomials

A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

### Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.\*

A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.\*

A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .\*

### Understand solving equations as a process of reasoning and explain the reasoning M

A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

### Solve equations and inequalities in one variable

A-REI.4 Solve quadratic equations in one variable.

a. Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.

b. Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

### Solve systems of equations

A-REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ .

## Functions

### Interpret functions that arise in applications in terms of the context M

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.\*

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.\*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.\*

### Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.\*

- a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
- b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
- e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

- a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as  $y = (1.02)^t$ ,  $y = (0.97)^t$ ,  $y = (1.01)^{12t}$ ,  $y = (1.2)^{t/10}$ , and classify them as representing exponential growth and decay.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

## Integrated Mathematics II

### Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.\*

- a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
- b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

### Build new functions from existing functions

F-BF.3 Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

## Geometry

### Understand similarity in terms of similarity transformations

G-SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor:

- a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
- b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

G-SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

G-SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems using similarity

G-SRT.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

G-SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

G-SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G-SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.

Integrated Mathematics II

G-SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.\*

Explain volume formulas and use them to solve problems

G-GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

G-GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.\*

Statistics and Probability\*

Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.\*

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

b. Informally assess the fit of a function by plotting and analyzing residuals.

Understand independence and conditional probability and use them to interpret data

S-CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").\*

S-CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.\*

S-CP.3 Understand the conditional probability of A given B as  $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.\*

S-CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.\*

S-CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

## Integrated Mathematics II

### Use the rules of probability to compute probabilities of compound events in a uniform probability model

S-CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.\*

S-CP.7 Apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.\*

## Integrated Mathematics III

### Number and Quantity

#### Reason quantitatively and use units to solve problems

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.\*

### Algebra

#### Interpret the structure of expressions

A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .

#### Write expressions in equivalent forms to solve problems

A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.\*

#### Understand the relationship between zeros and factors of polynomials

A-APR.2 Know and apply the Remainder Theorem: For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ .

A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

#### Use polynomial identities to solve problems

A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity  $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$  can be used to generate Pythagorean triples.

### Rewrite rational expressions

A-APR.6 Rewrite simple rational expressions in different forms; write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.

### Integrated Mathematics III

#### Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.\*

A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.\*

#### Understand solving equations as a process of reasoning and explain the reasoning

A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

#### Represent and solve equations and inequalities graphically

A-REI.11 Explain why the x-coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.\*

#### Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.\*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.\*

#### Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.\* c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

### Build new functions from existing functions

F-BF.3 Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

F-BF.4 Find inverse functions. a. Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse and write an expression for the inverse. For example,  $f(x) = 2x^3$  or  $f(x) = (x+1)/(x-1)$  for  $x \neq 1$ .

### Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.4 For exponential models, express as a logarithm the solution to  $abct = d$  where  $a$ ,  $c$ , and  $d$  are numbers and the base  $b$  is 2, 10, or  $e$ ; evaluate the logarithm using technology.\*

### Extend the domain of trigonometric functions using the unit circle

F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

F-TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

### Model periodic phenomena with trigonometric functions

F-TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.\*

### Prove and apply trigonometric identities

F-TF.8 Prove the Pythagorean identity  $\sin^2(\theta) + \cos^2(\theta) = 1$  and use it to find  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$ , given  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$  and the quadrant of the angle.

## Integrated Mathematics III

### Geometry

#### Make geometric constructions

G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

G-CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

#### Understand and apply theorems about circles

G-C.1 Prove that all circles are similar.

G-C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

G-C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.



### Find arc lengths and areas of sectors of circles

G-C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

### Translate between the geometric description and the equation for a conic section

G-GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

G-GPE.2 Derive the equation of a parabola given a focus and directrix.

### Use coordinates to prove simple geometric theorems algebraically

G-GPE.4 Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point  $(1, \sqrt{3})$  lies on the circle centered at the origin and containing the point  $(0, 2)$ .

G-GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

### Integrated Mathematics III

G-GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

G-GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.\*

### Visualize relationships between two-dimensional and three-dimensional objects

G-GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

### Apply geometric concepts in modeling situations

G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).\*

G-MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).\*

G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).\*

### Statistics and Probability\*

### Summarize, represent, and interpret data on a single count or measurement variable S

S-ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.\*

### Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.\*

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

b. Informally assess the fit of a function by plotting and analyzing residuals.

### Understand and evaluate random processes underlying statistical experiments

S-IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

### Integrated Mathematics III

S-IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?\*

### Make inferences and justify conclusions from sample surveys, experiments, and observational studies

S-IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.\*

S-IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.\*

S-IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.\*

S-IC.6 Evaluate reports based on data.\*

### Advanced Mathematics Plus

#### Number and Quantity

### Perform arithmetic operations with complex numbers

N-CN.3 Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

### Represent complex numbers and their operations on the complex plane

N-CN.4 Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

N-CN.5 Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example,  $(-1 + \sqrt{3}i)^3 = 8$  because  $(-1 + \sqrt{3}i)$  has modulus 2 and argument  $120^\circ$ .

N-CN.6 Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

### Use complex numbers in polynomial identities and equations

N-CN.8 Extend polynomial identities to the complex numbers. For example, rewrite  $x^2 + 4$  as  $(x + 2i)(x - 2i)$ .

N-CN.9 Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials

### Represent and model with vector quantities

N-VM.1 Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g.,  $\mathbf{v}$ ,  $|\mathbf{v}|$ ,  $\|\mathbf{v}\|$ ,  $v$ ).

N-VM.2 Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

N-VM.3 Solve problems involving velocity and other quantities that can be represented by vectors.

### Advanced Mathematics Plus

#### Perform operations on vectors

N-VM.4 Add and subtract vectors.

a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

c. Understand vector subtraction  $\mathbf{v} - \mathbf{w}$  as  $\mathbf{v} + (-\mathbf{w})$ , where  $-\mathbf{w}$  is the additive inverse of  $\mathbf{w}$ , with the same magnitude as  $\mathbf{w}$  and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

N-VM.5 Multiply a vector by a scalar.

a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as  $c(v_x, v_y) = (cv_x, cv_y)$ .

b. Compute the magnitude of a scalar multiple  $c\mathbf{v}$  using  $\|c\mathbf{v}\| = |c|\mathbf{v}|$ . Compute the direction of  $c\mathbf{v}$  knowing that when  $|c| \neq 0$ , the direction of  $c\mathbf{v}$  is either along  $\mathbf{v}$  (for  $c > 0$ ) or against  $\mathbf{v}$  (for  $c < 0$ ).

#### Perform operations on matrices and use matrices in applications

N-VM.6 Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

N-VM.7 Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

N-VM.8 Add, subtract, and multiply matrices of appropriate dimensions.

N-VM.9 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

N-VM.10 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

N-VM.11 Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.

N-VM.12 Work with  $2 \times 2$  matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

## Algebra

### Use polynomial identities to solve problems

A-APR.5 Know and apply the Binomial Theorem for the expansion of  $(x + y)^n$  in powers of  $x$  and  $y$  for a positive integer  $n$ , where  $x$  and  $y$  are any numbers, with coefficients determined for example by Pascal's Triangle.

## Advanced Mathematics Plus

### Rewrite rational expressions

A-APR.7 Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

### Solve systems of equations

A-REI.8 Represent a system of linear equations as a single matrix equation in a vector variable.

A-REI.9 Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension  $3 \times 3$  or greater).

## Functions

### Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.\*

d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

### Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities. \*

c. Compose functions. For example, if  $T(y)$  is the temperature in the atmosphere as a function of height, and  $h(t)$  is the height of a weather balloon as a function of time, then  $T(h(t))$  is the temperature at the location of the weather balloon as a function of time.

### Build new functions from existing functions

F-BF.4 Find inverse functions.

b. Verify by composition that one function is the inverse of another.

c. Read values of an inverse function from a graph or a table, given that the function has an inverse.

d. Produce an invertible function from a non-invertible function by restricting the domain.

F-BF.5 Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

## Advanced Mathematics Plus

### Extend the domain of trigonometric functions using the unit circle

F-TF.3 Use special triangles to determine geometrically the values of sine, cosine, tangent for  $\pi/3$ ,  $\pi/4$  and  $\pi/6$ , and use the unit circle to express the values of sine, cosine, and tangent for  $\pi-x$ ,  $\pi+x$ , and  $2\pi-x$  in terms of their values for  $x$ , where  $x$  is any real number.

F-TF.4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

### Model periodic phenomena with trigonometric functions

F-TF.6 Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

F-TF.7 Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. \*

### Prove and apply trigonometric identities

F-TF.9 Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

## Geometry

### Apply trigonometry to general triangles

G-SRT.9 Derive the formula  $A = \frac{1}{2} ab \sin(C)$  for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

G-SRT.10 Prove the Laws of Sines and Cosines and use them to solve problems.

G-SRT.11 Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

### Understand and apply theorems about circles

G-C.4 Construct a tangent line from a point outside a given circle to the circle.

### Translate between the geometric description and the equation for a conic section

## Advanced Mathematics Plus

G-GPE.3 Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

### Explain volume formulas and use them to solve problems

G-GMD.2 Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

## Statistics and Probability\*

### Use the rules of probability to compute probabilities of compound events in a uniform probability model

S-CP.8 Apply the general Multiplication Rule in a uniform probability model,  $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$ , and interpret the answer in terms of the model.\*

S-CP.9 Use permutations and combinations to compute probabilities of compound events and solve problems.\*

### Calculate expected values and use them to solve problems

S-MD.1 Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.\*

S-MD.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.\*

S-MD.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.\*

S-MD.4 Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?\*

### Advanced Mathematics Plus

#### Use probability to evaluate outcomes of decisions

S-MD.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. \*

a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.

b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.\*

S-MD.6 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).\*

S-MD.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).\*

## Appendix E: International Society for Technology in Education Standards (ISTE)

ISTE Crosswalk for Insert Curriculum name here											
	Course	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
<b>ISTE Standards</b>											
T1					X	X	X	X		X	X
T2		X	X	X	X	X	X	X	X	X	X
T3					X	X					X
T4		X	X	X	X	X	X	X	X	X	X
T5						X				X	X
T6		X		X	X	X	X	X	X	X	X
		Unit 11	Unit 12								
T1		X	X								
T2		X	X								
T3		X									
T4		X	X								
T5		X									
T6		X	X								

- T1** Creativity and Innovation  
**T2** Communication and Collaboration  
**T3** Research and Information Fluency  
**T4** Critical Thinking, Problem Solving, and Decision Making  
**T5** Digital Citizenship  
**T6** Technology Operations and Concepts

- T1** Creativity and Innovation  
 Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
  - Identify trends and forecast possibilities.

**T2 Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. Contribute to project teams to produce original works or solve problems.

**T3 Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students do the following:

- a. Plan strategies to guide inquiry.
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. Process data and report results.

**T4 Critical Thinking, Problem Solving, and Decision Making**

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students do the following:

- a. Identify and define authentic problems and significant questions for investigation.
- b. Plan and manage activities to develop a solution or complete a project.
- c. Collect and analyze data to identify solutions and/or make informed decisions.
- d. Use multiple processes and diverse perspectives to explore alternative solutions.

**T5 Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

- a. Advocate and practice safe, legal, and responsible use of information and technology.
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. Demonstrate personal responsibility for lifelong learning.
- d. Exhibit leadership for digital citizenship.



**T6 Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

- a. Understand and use technology systems.
- b. Select and use applications effectively and productively.
- c. Troubleshoot systems and applications.
- d. Transfer current knowledge to learning of new technologies.

Source: *MS Code §37-1-3, 37-31-103 (Adopted 07/2016)*